



Course Title: Finding Appalachia in Literary London & Scotland

Program and Date: England and Scotland May 27 – June 12, 2025

Academic Department: English and Appalachian Studies

Instructor Name: Dr. Erin Presley

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Get to Know Your Professor

My first international experience was when I studied abroad in Paris as an undergraduate student at East Tennessee State University. That experience was transformative and made me want to see more of the world. While completing my doctoral work at the University of Georgia, I had the opportunity to work for the UGA at Oxford program and spent a summer living at Trinity College in Oxford. After earning the PhD in English UGA, I began my career at Eastern Kentucky University, where I teach classes in writing, Appalachian Studies, and Honors. My research focuses on Appalachian writers, and I love sharing my love for Appalachian literature with students.

In my free time, I enjoy traveling with my family, hiking, running, and baking bread. I live in beautiful Berea, Kentucky with my husband, daughter, two dogs, and four hens.

Course Description

Discover the literary influence of British writers on contemporary Appalachian novelists in this class that will have you comparing canonical masterpieces by Dickens and Shakespeare with modern classics of Appalachian literature by Kingsolver and Rash. In London, students will learn about the historical conditions in which Shakespeare and Dickens lived and wrote through our excursions to the British Museum and author-specific sites, such as the Dickens Museum and the Globe Theatre. In Scotland, we will continue our exploration of Shakespeare's adaptation of history and visit the Writers' Museum in Edinburgh as part of our discussion of Roberts Burns' poetry, a great admirer of Shakespeare and a popular poet in Appalachia.

Course Level

Upper-level undergraduate



Prerequisite(s)

First-year writing/composition (e.g., ENG 101 & 102 or credit through AP or dual credit)

Student Learning Outcomes

Upon completion of all coursework with a passing grade and full participation in course activities, students shall be able to:

- analyze the varied and complex cultural traditions of Appalachian literature through the study of literary texts and related performance arts from the British tradition.
- evaluate aesthetic elements in Appalachian literature that are both original and influenced by traditions of mainstream culture and explain how those values are integrated into particular Appalachian works.
- examine socio-political issues within Appalachia as well as how those concerns speak to historical labor conditions in England and Scotland.
- create effective texts, reflecting meaningful engagement with both the assigned readings and excursions in London and Scotland.

Required Readings and Materials

Barbara Kingsolver's *Demon Copperhead*
Ron Rash's *Serena*
Shakespeare's *Macbeth*
Film adaptation of Dickens' *David Copperfield*
Packet of Scottish poetry (instructor will provide)

Assignments and Grades

Pre-departure reading, viewing, & writing: View BBC film adaptation of Charles Dickens' *David Copperfield*, and read Barbara Kingsolver's *Demon Copperhead* (assessed through two short responses): 20% of course grade

First half of London week: Read instructor-provided materials about Appalachian literature and complete group activity: 10%

Second half of London week: Read Shakespeare's *Macbeth*, attend theatre performance, and write a short response: 10%

Midpoint: Reflection about the first week of the course: 10%

First half of Scotland week: Read Ron Rash's *Serena* and write a short response: 10%

Second half of Scotland week: Read Scottish poems and complete group activity: 10%



End of program: Reflection about the course as a whole & multimodal presentation: 30%

Grading Scale

The following scale will be used to compute your grade.

90-100 = A
80-89 = B
70-79 = C
60-69 = D
59-0 = F

Onsite Learning Experiences and Activities

Onsite learning experiences in this class will likely include the following site visits. This is a tentative list which will be replaced with a detailed daily itinerary of class meetings and field trips prior to the departure date.

London:
Day 1: Orientation
Day 2: British Museum, Europe 1400-1800
Day 3: Dickens Walking Tour of London and Dickens Museum
Day 4: British Museum, Europe 1800-1900
Day 5: Visit Shakespeare sites, including Southwark Cathedral
Day 6: Tour & performance at The Globe*
Day 7: Visit Victoria & Albert Museum

Scotland:
Day 8: Transition to Scotland
Day 9: Visit National Museum of Scotland
Day 10: Visit Edinburgh Castle
Day 11: Visit Palace of Holyroodhouse & Scottish National Portrait Gallery
Day 12: Visit Writers' Museum in Edinburgh
Day 13: Free day

Attendance Policy

Attendance is mandatory at all scheduled activities and class meetings as well as field trip excursions. This includes any virtual meetings before and after the onsite experience. Repeated absences, including for ill health, will require documentation to be excused.



Academic Integrity Policy

Students are expected to do their own work without the assistance of AI. Violations of academic integrity will be taken seriously and have consequences, including failing the assignment.

Physical Expectations

Program requires walking 3-5 miles per day on uneven pavement in all kinds of weather and long periods of standing. Students must be able to carry their own bags/belongings.

Disability Accommodation

CCSA is committed to providing access to education abroad to the extent possible in a study abroad setting. The earlier CCSA and the faculty know the needs, the more likely we can accommodate them. At a minimum, students seeking accommodations are to contact both the CCSA office and the faculty one month in advance of the program's beginning. Students seeking such accommodation must provide CCSA with a copy of the letter on file with their own Office of Disability Services outlining what services they receive on their home campus.

Title IX Policy

Sexual misconduct (including sexual harassment, sexual assault, and any nonconsensual behavior of a sexual nature) and sexual discrimination violate CCSA policies. Students experiencing such behavior may obtain support from the Onsite Program Director or the CCSA Executive Director. To report sexual misconduct or sex discrimination, contact either of these two officers. Disclosure to faculty instructors or CCSA officers of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on the program or involving a visitor, student or employee is not confidential under Title IX. Faculty and other CCSA employees are required to forward such reports, including names and circumstances, to the CCSA Executive Director.

Statement about Final Syllabus

Please note that all CCSA syllabi are subject to change, but every effort will be made to ensure participants receive notice of such changes in a timely manner.